

BUIST ACADEMY
103 Calhoun Street
Charleston, South Carolina 29401

GRADES K-8 Elementary School

ENROLLMENT 402 Students

PRINCIPAL Sallie Lee Ballard 843-724-7750

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

8

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

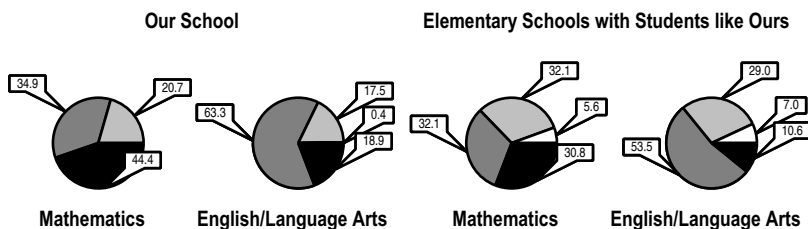
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	51	51
Percent satisfied with learning environment	78.6%	90.2%	94.0%
Percent satisfied with social and physical environment	85.7%	90.2%	86.0%
Percent satisfied with home-school relations	92.9%	92.2%	84.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	278	100.0	0.4	17.5	63.3	18.9	82.2	17.6
Gender								
Male	138	100.0	0.7	17.6	69.9	11.8	81.6	17.6
Female	140	100.0	N/A	17.3	56.8	25.9	82.7	17.6
Racial/Ethnic Group								
White	170	100.0	N/A	12.0	64.7	23.4	88.0	17.6
African-American	83	100.0	1.2	31.3	59.0	8.4	67.5	17.6
Asian/Pacific Islander	19	100.0	N/A	10.5	63.2	26.3	89.5	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	266	100.0	0.4	16.0	64.3	19.4	83.7	17.6
Disabled	12	100.0	N/A	50.0	41.7	8.3	50.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	278	100.0	0.4	17.5	63.3	18.9	82.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	278	100.0	0.4	17.5	63.3	18.9	82.2	17.6
Socio-Economic Status								
Subsidized meals	24	100.0	N/A	37.5	58.3	4.2	62.5	17.6
Full-pay meals	254	100.0	0.4	15.5	63.7	20.3	84.1	17.6

Mathematics								
All students	278	99.6	N/A	20.7	34.9	44.4	79.3	15.5
Gender								
Male	138	100.0	N/A	19.1	37.5	43.4	80.9	15.5
Female	140	99.3	N/A	22.3	32.4	45.3	77.7	15.5
Racial/Ethnic Group								
White	170	99.4	N/A	13.8	35.3	50.9	86.2	15.5
African-American	83	100.0	N/A	38.6	38.6	22.9	61.4	15.5
Asian/Pacific Islander	19	100.0	N/A	10.5	15.8	73.7	89.5	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	266	99.6	N/A	19.4	35.4	45.2	80.6	15.5
Disabled	12	100.0	N/A	50.0	25.0	25.0	50.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	278	99.6	N/A	20.7	34.9	44.4	79.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	278	99.6	N/A	20.7	34.9	44.4	79.3	15.5
Socio-Economic Status								
Subsidized meals	24	100.0	N/A	37.5	41.7	20.8	62.5	15.5
Full-pay meals	254	99.6	N/A	19.1	34.3	46.6	80.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	38	N/A	N/A	13.2	52.6	34.2
	Grade 4	49	N/A	N/A	16.3	67.3	16.3
	Grade 5	49	N/A	4.1	18.4	69.4	8.2
	Grade 6	49	N/A	N/A	2.0	46.9	51.0
	Grade 7	43	N/A	N/A	18.6	60.5	20.9
	Grade 8	44	N/A	N/A	9.1	43.2	47.7
2003	Grade 3	40	100.0	N/A	12.8	56.4	30.8
	Grade 4	50	100.0	2.0	22.4	65.3	10.2
	Grade 5	51	100.0	N/A	27.5	68.6	3.9
	Grade 6	46	100.0	N/A	20.0	53.3	26.7
	Grade 7	49	100.0	N/A	8.2	69.4	22.4
	Grade 8	42	100.0	N/A	11.9	64.3	23.8

Mathematics							
2002	Grade 3	38	N/A	2.6	26.3	44.7	26.3
	Grade 4	49	N/A	N/A	8.2	30.6	61.2
	Grade 5	49	N/A	2.0	20.4	24.5	53.1
	Grade 6	49	N/A	N/A	14.3	42.9	42.9
	Grade 7	43	N/A	2.3	18.6	20.9	58.1
	Grade 8	44	N/A	N/A	38.6	36.4	25.0
2003	Grade 3	40	97.5	N/A	33.3	28.2	38.5
	Grade 4	50	100.0	N/A	20.4	40.8	38.8
	Grade 5	51	100.0	N/A	23.5	43.1	33.3
	Grade 6	46	100.0	N/A	6.7	28.9	64.4
	Grade 7	49	100.0	N/A	18.4	28.6	53.1
	Grade 8	42	100.0	N/A	23.8	38.1	38.1

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 402)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.3%	2.4%
Attendance rate	96.9%	Down from 97.8%	96.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	76.8%	Up from 67.3%	45.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.5%	Up from 0.7%	4.6%	8.0%
Older than usual for grade	2.2%	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	74.2%	Up from 67.7%	59.7%	50.0%
Continuing contract teachers	96.8%	Down from 100.0%	89.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.8%	Up from 89.7%	90.7%	86.2%
Teacher attendance rate	94.3%	Down from 95.9%	95.3%	95.3%
Average teacher salary	\$43,767	Up 2.4%	\$42,438	\$39,909
Prof. development days/teacher	12.3 days	Up from 9.0 days	10.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	21.1 to 1	Up from 19.1 to 1	20.8 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 92.6%	91.1%	89.7%
Dollars spent per pupil*	\$6,229	Up 13.1%	\$5,867	\$5,892
Percent spent on teacher salaries*	68.7%	Up from 68.1%	70.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 78.3%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 academic year began in the blistering heat of August with New Parent Orientation on the evening of the fifth, Back-to-School Night on the seventh, and the children arriving on the twelfth. In September, with the generosity of the Buist Foundation, a first grade classroom and kindergarten classroom received new spectrally selective windows that lets the light in and keeps the heat out. In addition, old carpeting, asbestos, and floor tiles were replaced with "Interface Cubic" carpet squares. This environmentally friendly floor covering is less likely to trap dust, mold or mildew. The use of the carpeting came about from a study completed by sixth grade gifted and talented Earth Force students in the spring of 2002. Our PTA produced an outstanding silent auction and fall festival in November. Their efforts provided new instruments for the music room, a computer and supplies for the art department, and new equipment for physical education.

In the area of academics, a modification was made in the structure of the Middle School. The sixth graders' schedule was modified to allow them to be clustered with two instructors for the majority of the day, versus changing classes every sixty minutes to work with five different teachers. Transition to Middle School has always been difficult for our fifth graders. The faculty anticipates that the additional year of maturity will enable the students to be ready to encounter a larger number of teachers with a variety of teaching styles.

All faculty members were involved in International Baccalaureate training either during the summer of 2002 for the Primary Years Program or the Middle School Program in the fall. The down turn in the economy and subsequent freezing of school funds has precluded us from further training. We intend to continue our IB studies this coming year.

With the addition of eight new computers in the computer lab, we now have twenty-seven Dells. Beginning in the fall of 2002, the eighth grade classes completed their computer course by taking a proficiency test. Successful completion of this test allows the students to exempt introductory computer courses in high school. Buist was one of nineteen schools in Charleston County chosen by the State Department of Education to win the Palmetto Gold Award for outstanding academic improvement. Twenty-nine of the forty-two eighth graders were South Carolina Junior Scholars. Seven seventh graders were recognized as Duke University TIP scholars. Buist's seventh and eighth graders ranked in the top ten levels of the National French and Spanish Exams. One eighth grade student received a scholarship to attend The Lawrenceville School in Princeton, New Jersey for high school.

Our School Improvement Council met monthly. They responded quickly to the district's mid-year financial crisis by organizing a writing campaign to legislators, and board members. Their support to the school and faculty was invaluable.

Sallie L. Ballard, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.